DOCUMENT RESUME

ED 190 034 HE 013 039

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TITLE Argumentation as Communication: An Extended Didactic Simulation for Management Students.
PUB DATE Jul 80
NOTE 23p.: Paper presented to the National Conference of Australian Decision-Simulation and Educational Gaming Association (Sydney, Australia, July 9-11, 1980).

EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS Business Administration: College Curriculum; *Conflict Resolution: Course Organization: Curriculum Development: *Decision Making: Foreign Countries: Instructional Materials: *Organizational Communication: *Persuasive Discourse: *Simulation
IDENTIFIERS Kuring gai College of Advanced Educ (Australia): *Westernport Simulation Exercise

ABSTRACT

A didactic simulation for decision-making was adapted for use in a communication course within a business administration program at Kuring-gai College of Advanced Education in Australia. That adaptation process is explained. It is further shown how the simulation summarizes and integrates the content of that course, which deals with the argumentative dimension of communication, and how it relates that course back to its prerequisite, which deals with the relational dimension of communication. Emphasis is placed on the idea of integration of course curricula into simulation exercises. Objectives and content of the unit on argumentation are summarized, and related curriculum issues are briefly discussed. Reaction to the unit, entitled Westernport Simulation Exercise, over the five years of its use is outlined. The exercise outline and a list of references are appended. (MSE)

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ARGUMENTATION AS COMMUNICATION: AN EXTENDED DIDACTIC SIMULATION FOR MANAGEMENT STUDENTS

Paper presented to National Conference of Australian Decision-Simulation and Educational Gaming Association, Sydney, 9-11th July, 1980.

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INTRODUCTION

One of the problems associated with the use of simulations, and one of the factors endangering their acceptance by both learners and teachers alike in tertiary education, is that they are often not articulated well with other parts of courses of which they form a part. The problem has been termed an integration problem (Slesnick, 1978). Specifically, users of simulations must take steps to ensure that their simulations are fully integrated with their courses whether these simulations are designed for the course by the course leader, or adapted from commercially available simulations.

This paper explains the adaptation from a commercial source of a didactic simulation used in a communication course within a business studies program at Kuring-gai C.A.E. It further explains how the simulation summarizes and integrates the content of that course which deals with the argumentative dimension of communication and how it relates that course back to its pre-requisite which deals with the relational dimension of communication. Thus, one of the themes of this paper is that of integration.

BACKGROUND

Having completed as a pre-requisite the unit in relationship communication, students undertaking the B. Business degree program at Kuring-gai C.A.E. engage in the unit which deals with argumentation as communication. Some of the major characteristics of this unit may be summarized:

- the unit is based, like the earlier unit dealing with relational or interpersonal communication, on the assumption that communication is the reciprocal creation of meaning; this view accepts that communication is a dialogue or two-way process which involves meanings rather than messages, and cannot be said to have occurred unless this meaning is actively created or constructed in the minds of the inter-actants; argumentation is seen as a vital dimension of this communication process.

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- like other compulsory subjects completed in the first year of the program, the unit is competence based: it is planned to develop skills but accepts that skill development is more effective if it follows or accompanies acquisition of knowledge and awareness about process; a further assumption is that a competency based unit must involve students in demonstration of competence.

- development of the unit has been centred around experiential learning opportunities and it involves a major component of laboratory learning via structured workshop exercises; although it is a large enrolment unit (350+) no mass lectures are given and delivery is through workshops comprising approximately 20 students.

- the unit is designed to offer a "three-way pay-off by benefitting the student in his or her personal, professional, and academic life ; the unit promises to explore argumentation as a dimension of communicative competence in ways that can enhance personal relationships, improve occupational effectiveness, and offer relevant academic competencies.

OBJECTIVES AND CONTENT OF THE UNIT IN ARGUMENTATION

The objectives of the unit in argumentation in communication are stated in the unit outline issued to students as:

1. to develop understanding of argumentation as a factor in human communication processes.

2. to develop analytical skills, with particular reference to the fallacies of argument, the assessment of evidence, and the truth of statements.

3. to develop skills in constructing written and oral argument, including presentational speaking skills.

Specifically, attention will be paid to the argumentative dimension of the communication process, the range and types of fallacies encountered in a variety of everyday social and professional encounters, assessment of the truth of statements, and techniques of deciding the difference between valid and invalid reasoning. Practice will be given in analysing and preparing short and extended oral and written arguments.

The content of the unit is summarized as:

1. Introduction - The Argumentative Dimension of Communication

   Argument and argumentation. Personal, vocational, and academic relevance of study of argumentation - the three-way payoff. Argumentation as communication. Communicators as consumers and producers of argument.

2. Models of the Communication Process

   What are models? Definitions. Who uses models? Models of communication processes: the Aristotelian model, Shannon and Weaver model, Schramm model, Westley and MacLean model, K.C.A.E. transactional model. The "worth" of models. Limitations of models. "Do-it-yourself" communication modelling.

3. The Persuasive Use of Argument in Communication. Statements and arguments. Argument, exposition, description, narration, explanation. Hypothetical and conditional arguments. Inductive and deductive arguments.

4. Finding, Interpreting and Evaluating Facts. Truth and evidence. Causation. Validity. Confirmation and falsification of arguments and prediction from arguments. Criteria for replacement of argument. Establishment of paradigms.

5. Analysing Arguments in Everyday Life

   Psychological Fallacies of Argument. The nature of "fallacy" - psychological fallacies. Emotive language. Misusing authority, damning the origin (ad hominem), diversionary tactics (e.g. humour, ridicule, irrelevancy), false dilemma, slippery slope.

   Material Fallacies of Argument. Evaluating the evidence for inductive and deductive argument. Persuasive argument using the inductive approach. Generalizing soundly and effectively. Avoiding hasty and unrepresentative generalization. Fallacy of faulty causal generalization, classification, composition and division, questionable evaluation, and suppressed evidence.

   Statistical Fallacies of Argument.

   The manipulation of argument with statistics. Suppressed evidence involving statistics, questionable statistics, small and unrepresentative samples, sample bias, faulty comparison using statistics, use and misuse of averages, graphical presentation of statistical data.

   Logical Fallacy of Argument. What is logic? Historical origins of the study of logic. Translating argument into standard categorical form. The syllogism. Testing a syllogistic argument for validity. Fallacy of the undistributed middle term, fallacy of illicit (unequal) distribution, fallacies involving negative propositions.

6. Analysis of Extended Argument. Application of sections 3, 4 & 5 above to analysis of extended oral and written argument. Methods of analysing extended argument. The Toulmin model.

7. Constructing and Presenting Short and Extended Oral and Written Argument. The Toulmin model of substantive argument. Data, warrants, and claims. Backing, qualifiers, rebuttal. Techniques of presentational speaking.

These statements of objectives and content demonstrate that:

- argumentation is taught from a communication perspective
- the unit is not one in public speaking or message sending; the oral presentations required are in presentational, or interactive, speaking contexts.
- argumentation is taken to mean the presentation of claims and reasons and the process of defending a proposition
- the unit is concerned with the use of informal logic in everyday life.
- the unit accepts that as much emphasis must be placed upon the receipt or consumption of arguments as upon their production.
- argumentation is related to the prior unit in interpersonal communication.

LEARNING TECHNIQUES

Apart from traditional public speaking and debate courses, the methods used in teaching courses in reasoning and argumentation are often passive and text-book based. A number of excellent texts which cover argumentation as an everyday phenomenon have appeared in recent years (Fearnside & Holther,1969; Ruby & Yarber, 1974; Beardsley, 1975; Kahane, 1976; Crable, 1976, Barzun & Graff, 1977; Thouless, 1978; Crossley & Wilson, 1979; Giere, 1979;) but, unless a few chapter-end discussion exercises are recognized, do not involve active, experiential exercises or relate argumentation to communication. The argumentation unit at Kuring-gai C.A.E. seeks to address this problem. While students read from the texts and submit written assignments for assessment, workshop/laboratory time is devoted largely to structured, experiential learning. In the last four

weeks of the unit, this takes the form of participation in The Westernport Communication Simulation, which summarizes and integrates that unit and relates it to the preceeding unit in interpersonal communication.

SIMULATION AND MANAGEMENT EDUCATION

Advocates of experiential learning techniques have long been strong supporters of the use of simulation games and exercises as a strategy for increasing realism in education. Students enrolled in business oriented programs were among the first to be exposed to educational simulations after the introduction of the Carnegie Management Game in 1956. Since then, the use of simulation has become widely accepted in business education. Reference catalogues which list and describe available simulations (Belch, 1973; Gibbs, 1974; Horn, 1977) include a plethora of simulations relevant to the study of such management-related subjects as accounting, administration, economics, organization behaviour and political science. Some of these are relatively short laboratory-type exercises often involving some element of role play, but the trend has been to increased length and complexity and, as part of the movement to computer aided instruction (C.A.I.), to computer based games in which players interact not only with one another but also with a computer. This trend to computer based simulations is illustrated, for example, by the fact that all papers on business simulations presented at the 1978 Conference of the North American Simulation and Gaming Association in Louisville, Kentucky, concerned themselves with computer based simulations.

Within the area of communication education for management, however, little effort has been expended in the development of this type of strategy. To be sure, there exist an abundance of useful, short

exercises often termed simulations by their advocates although most could not meet the criteria generally accepted to establish an activity as a simulation, that is, that the participants take the role of a person other than themself and/or are involved in a place or situation other than the one in which they really exist and engage in decision making. Given the research evidence that is accumulating about the use of simulations (as reported in the journal Simulation & Games) and their obvious motivational effects with students at all levels, together with the fact that they are ideally suited for use in communication courses because by their nature they involve and encourage human interaction, it seems unfortunate that so few communication simulations have been developed.

Another problem mentioned at the outset of this paper has arisen with the use of simulations in business and management education: this is that many are developed independent of courses and then offered within courses without attention being paid to how they can be integrated or articulated with those courses. Simulations thus sometimes dictate content and become courses, something they are not intended to do. Rather, a simulation is ideally an experiential learning technique developed to facilitate the achievement of previously planned learning objectives. Very few commercially produced simulations can be expected to do this because they are developed independent of courses. One solution is to develop from the ground up new simulations to meet particular course needs. Another is to adapt or re-write existing simulations to meet these needs as has been done at Kuring-gai C.A.E. with The Westerport Communication Simulation.

THE WESTERNPORT COMMUNICATION SIMULATION

The Westernport Communication Simulation (detailed in Appendix A) has been developed to help meet this gap in the communication courses offered to management students at Kuring-gai C.A.E. and, in particular, to integrate the work of the argumentation unit. The simulation is a modification of a previous simulation called The Westernport Game (Spicer, 1974),originally developed to concentrate participant attention upon problems of the environment in the Westernport Bay area near Melbourne and which was therefore intended in this original form for use with students studying man/environment issues. For the purposes for which the adaptation was intended, that is to synthesise the work of communication courses, the particular content was unimportant because the simulation aimed to be a vehicle for the encouragement of interaction and to be a device which would generate interaction and argumentation for analysis in terms of concepts and skills emphasised in a course. The man/environment issue was thus as suitable a context for the game as any alternative and probably better than most because a strong case may be made for content relating to important man/environment issues in any program preparing students for management careers in the world of business and public administration. Further, the modification of an existing simulation saved the considerable time and money cost always involved in the development and trialling of a new simulation. The Westernport Game was judged as ideally suitable for modification to a communication simulation because it involved class sets of players in human interaction and it was structured in such a way that each participant, during the course of the exercise, acted as a member of several different groups and necessarily became involved in the analysis and construction of written and oral argument as both a consumer

and generator.

The Westernport Communication Simulation is a role play simulation exercise in which participants each assume the role of a designated person (via a role description) who has a special or vested interest in the development of the Westernport Bay region of Victoria.

The general goal of the exercise is to produce a detailed plan for the future development of the Westernport Bay region having regard for the resources of the area and needs of the people of the region, needs which are typical in debates about developmental/environmental issues. Production of this plan involves argument between individuals and interest groups and practice in reaching concersus. While the object of the exercise is to generate oral and written argument for analysis and evaluation, an incidental "spin-off" is that it brings students into contact with environment/development issues that must be of concern in any program of business education even though the force of the environmental movement may have waned a little since the early 1970's.

The exercise is an extended one, in that it occupies workshops and involves activities between workshops over a four week period and, when preparatory reading and subsequent assignment work is taken into account, involves students over a six week period.

The simulation exercise is set in a regional context (Westernport Bay) unfamiliar to many students. To help overcome this problem, students are provided with a book of readings (Spicer, 1976) which contains a wide variety of extracts and reprints giving background about the region's geography, resources, and development. Students

are expected to read and become familiar with this material prior to the commencement of the exercise and to supplement this with library readings where necessary. In addition, to further "set the stage", and in particular to build a visual image of the region, students view a set of 20 colour slides of the area. Further, they hear a simulated radio news broadcast involving items about the region and a public lecture on the region's problems and are issued with a map of the region. These resource materials all formed part of the kit from which the exercise was adapted (Spicer, 1974a)

As mentioned above, each student adopts a role for the duration of the exercise. Role descriptions for thirty six roles were included in the original kit and adopted for this exercise. On some occasions, for example when two workshop groups are combined for the exercise, all roles can be used. In other cases, for example, where a lecturer does not want to combine with another group, insufficient participants exist for all roles to be allocated. In this event, a role elimination table included in the original kit is used to determine the roles to be eliminated and retained. After decisions have been taken in this regard, participants adopt roles either by choice or allocation and these roles then determine their membership as the exercise progresses in "interest groups" and "planning bodies".

The exercise then takes the form of a series of meetings (with students varying their association with others as they interact in different groups) in which both written and oral argument must be analysed, constructed, and presented and where analysis of this process must occur in terms of the questions set in a major assignment the grade for which contributes 20% of the total awards for the unit. Presentation

utilizes presentational rather than public speaking style (Vibbert, 1978).

In keeping with the objectives of the simulation exercise, the assignment tasks emphasise both analysis and construction of argument and, for example, ask students to:

- outline arguments they put forward
- outline arguments put forward by others
- critically evaluate these arguments in terms of their persuasiveness and logical plausibility
- summarize the arguments supporting the plan adopted
- summarize their argument for opposing this plan if relevant
- identify and explain fallacies which occurred during the exercise.

REACTION TO THE WESTERNPORT SIMULATION EXERCISE

Generally, reaction to this simulation exercise has been very favourable. It has been used with this unit over a period of five years, with some 300-350 students being involved in each year. Learning from the exercise is evaluated subjectively on the evidence presented via the assessment exercises.Concensus among staff responsible for teaching the unit in argumentation has been that this evidence reveals the exercise to be successful in its aims of practising analysis, construction, and presentation of argument in ways that integrate and synthesize the work of the whole semester unit.

Most students co-operate readily in the exercise, appearing pleased that this work is covered actively and experientially and is not just

another book-based task. As might be expected a few resist, possibly because they are threatened by the necessity of public performance and by the notion of simulation. However, the latter constitutes a minor problem because this exercise is conducted in the final four weeks of the year and before that time students have had considerable experience of experiential learning and simulation in their communication workshops and have had experience with simulations in other subjects, for example through playing Star Power in their introductory unit of political science.

FUTURE DEVELOPMENT : A SYDNEY AIRPORT LOCATION SIMULATION

Two problems need to be faced with respect to the continued use of the Westernport Communication Simulation :

i. the region to which the activity relates is remote from Sydney and unfamiliar to students

ii. since the original materials were developed in 1974 they have become dated with much of Westernport's development now having taken place.

Both of these problems are being addressed simultaneously. With a research grant from the College's School of Financial and Administrative Studies, a number of the staff of the Department of Communication Studies, aided by a research assistant, is in the process of developing an exercise to be modelled along similar lines but to relate to the debate and argument surrounding the issue of locating Sydney's second international airport.

APPENDIX A

THE WESTERNPORT COMMUNICATION SIMULATION

This is a role play simulation exercise in which each class member assumes the role of a person with a special interest in the future development of the Westernport region of Victoria.

The general goal of the exercise is to produce a detailed plan for the future development of Westernport having regard for the resources of the area and the needs of the people of the region, needs which are typical of the developmental/environmental issues relevant throughout the country at this time. Thus, while the object of the exercise is to generate argument for analysis and evaluation it incidentally brings you into close contact with issues that must be a matter of concern in any programme of business education.

INTRODUCTION - DISTRIBUTION OF MATERIALS AND PRIOR READING

As a preparation for the next workshop:

* you are given (1) Workshop Notes outlining this exercise and including a description of the Major Assignment.

  (2) Background Notes "Geography, Resources and Development of the Western Port Region."

* you are assigned a role for the duration of the exercise.

ESSENTIAL PRIOR READING

Read the notes issued separately "Geography, Resources and Development of the Western Port Region." Do not attempt to summarize these extracts. One or two readings of them to familiarize yourself with the background to the area is what is required.

THIS READING IS ESSENTIAL AS A BASIS FOR ALL WORK TO FOLLOW AND MUST BE COMPLETED PRIOR TO THE FIRST SIMULATION WORKSHOP.

ALLOCATION OF ROLES

Up to 36 students can participate in the exercise. For fewer students than this number, some roles must be eliminated. This should be done on the basis of the following role elimination table. (The role numbers correspond with those on the role cards).

SUGGESTED ROLE ELIMINATION TABLE

No. of Students	*Roles to be Eliminated* (Use Members of Planning Bodies Sheet as Basic Guide)	*No. of Planning Bodies*
36	Nil	Four
35	36	Four
34	36, 35	Four
33	36, 35, 34	Four
32	36, 35, 34, 33	Four
31	36, 35, 34, 33, 20,	Four
30	36, 35, 34, 33, 20, 18	Four
29	36, 35, 34, 33, 20, 18, 17	Four
28	36, 35, 34, 33, 20, 18, 17, 14	Four
27	4, 8, 12, 16, 20, 24, 28, 32, 36	Three
26	4, 8, 12, 16, 20, 24, 28, 32, 35, 36	Three
25	4, 8, 12, 16, 20, 24, 28, 32, 34, 35, 36	Three
24	4, 8, 12, 16, 20, 24, 28, 32, 33, 34, 35, 36	Three
23	4, 8, 12, 16, 17, 20, 24, 28, 32, 33, 34, 35, 36	Three
22	4, 8, 12, 14, 16, 17, 20, 24, 28, 32, 33, 34, 35, 36	Three
21	4, 8, 12, 14, 16, 17, 18, 20, 24, 28, 32, 33, 34, 35, 36	Three
20	2, 4, 8, 12, 14, 16, 17, 18, 20, 24, 28, 32, 33, 34, 35, 36	Three
19	2, 4, 7, 8, 12, 14, 16, 17, 18, 20, 24, 28, 32, 33, 34, 35, 36	Three
18	3, 4, 7, 8, 11, 12, 13, 16, 17, 20, 23, 24, 27, 28, 31, 32, 35, 36	Two

*In the space below, copy the details describing your role and note the interest group shown on the top right hand corner of the role card.

Role:

Interest Group:

FIRST SIMULATION WORKSHOP

1. You will view a set of 20 colour slides to complement the readings and assist in building up a visual image of the area.

2. You will hear a tape recording of simulated radio broadcast consisting of various items relevant to the future development of the Westernport region.

Assumption:

3. Residents of the area and others with special interests in the development of the region believe that it is vital that the government planners be informed of their views as to the future development of Westernport and so a series of meetings and work sessions are designed to produce (if possible) a unanimous proposal as to the principles on which future development should be based, and the form of that development.

4. You will be assigned to an interest group according to the following list:

INTEREST GROUPS

		Role Number
Group A	*Primary Industry*	
	First Farmer	1
	Second Farmer	2
	First Fisherman	3
	Second Fisherman	4
Group B	*Secondary Industry*	
	Oil Industry Representative	5
	Steel Industry Representative	6
	A Representative of the 'Industry for Western Port' Association	7
	A Representative of the 'Develop Victoria' Association	8
Group C	*Conservationists*	
	A Resident of the Hastings Area	9
	A Resident of Phillip Island	10
	A Conservationist from Melbourne	11
	A Representative of the 'Save Victoria's' Resources' Association	12
Group D	*Business and Professional Interests*	
	Garage Proprietor—Hastings	13
	Milk Bar Owner—Cowes	14
	Supermarket Owner—Hastings	15
	Real Estate Agent	16
	Accountant—Hastings	17
	Bank Manager—Cowes	18
	First Local School Teacher	19
	Second Local School Teacher	20
Group E	*Phillip Island Action Committee*	
	First Member	21
	Second Member	22
	Third Member	23
	Fourth Member	24
Group F	First Member (Shire President)	25
	Second Member	26
	Third Member	27
	Fourth Member	28
Group G	*Recreational Interests*	
	A Surfie	29
	A Walking Club Representative	30
	An Amateur Naturalist	31
	A Holiday Home Owner—Phillip Island	32
Group H	*Land Development Group* (Four Representatives of Rural Development Corps.)	
	First Member	33
	Second Member	34
	Third Member	35
	Fourth Member	36

5. Meetings of Interest Groups

The interest groups will now hold independent meetings at which the members of each group will endeavour to reach a consensus among themselves as to their hopes for the area and how their hopes may best be attained.

At these meetings each participant must put his own viewpoint, according to the role he is playing, as forcefully as possible and endeavour to sway others to his way of thinking. However, as at all meetings, if progress is to be made and deadlocks avoided, then compromises will be necessary.

Appointment of a Leader

So that the views of each interest group may be outlined in the next workshop at the First Public Meeting, interest groups should appoint a leader and this leader should arrange for minutes to be kept of interest group meetings and should prepare a summary of the views of the interest group to be presented at the First Public Meeting.

It is known that the First Public Meeting has been called by the Hastings Shire Council Development Sub-Committee and that it is the hope of that Sub-Committee to set up Planning Bodies to prepare alternative proposals for the region. Each interest group will almost certainly seek membership of the Planning Bodies.

SECOND SIMULATION WORKSHOP

1. First Public Meeting (Duration: 1 hour)

A public meeting has been called by the Hastings Shire Council Development Sub-Committee, chaired by the Shire President.

The aim of this meeting is to allow each interest group to air its views publically for the first time. Each group leader (i.e. the leader of each interest group) will be given 5 minutes to present the views of the group and then the whole issue of development will be open for general comment, questioning, debate and controversy.

It will be necessary for the Shire President to chair the meeting.

At the end of the meeting the President will suggest the formation of several Planning Bodies (dependent on number of participants - see Role Elimination Table) and will suggest that their membership be as outlined below. (Where a particular role has been eliminated from the game, it will of course, not be represented on the Planning Body):

MEMBERS OF PLANNING BODIES
(with 36 students in class)

First Planning Body

Role 1 A Farmer
Role 5 Oil Industry Representative
Role 9 Resident of Hastings
Role 14 Milk Bar Owner—Cowes
Role 15 Supermarket Owner—Hastings
Role 21 Phillip Island Action Committee (1)
Role 25 Hastings Council Sub-Committee (1)
Role 29 A Surfie
Role 33 Land Development Group (1)

Second Planning Body

Role 2 A Farmer
Role 6 Steel Industry Representative
Role 10 Resident of Phillip Is.
Role 18 Bank Manager—Cowes
Role 19 First Local School Teacher
Role 22 Phillip Island Action Committee (2)
Role 26 Hastings Council Sub-Committee (2)
Role 30 Walking Club Representative
Role 34 Land Development Group (2)

Third Planning Body

Role 3 Fisherman
Role 7 'Industry for Western Port' Representative
Role 11 Melbourne Conservationist
Role 13 Garage Proprietor—Hastings
Role 17 Accountant—Hastings
Role 23 Phillip Island Action Committee (3)
Role 27 Hastings Council Sub-Committee (3)
Role 31 Amateur Naturalist
Role 35 Land Development Group (3)

Fourth Planning Body

Role 4 Fisherman
Role 8 'Develop Victoria' Representative
Role 12 'Save Victoria's Resources' Representative
Role 16 Real Estate Agent
Role 20 Second Local School Teacher
Role 24 Phillip Island Action Committee (4)
Role 28 Hastings Council Sub-Committee (4)
Role 32 'Holiday Home' Owner
Role 36 Land Development Group (4)

2. <u>First Meeting of Planning Bodies</u> (Duration : 1 hour)

The aim of these meetings is to produce a set of guiding principles for the future development of the region and to produce a plan and programme for that development.

The principles and plan may include reference to all possible aspects of development : residential, industrial, commercial, educational, recreational, transport, conservation and pollution which the Planning Bodies consider relevant in terms of the resources of the area and the needs of the people. It may include a map.

<u>Appointment of a Leader</u>

Each Planning Body will need to elect a leader.

Planning Bodies will meet again for the first hour of the next workshop in order to <u>finalize their plan</u> and discuss <u>methods of presentation</u> of this plan at the Second Public Meeting. <u>Aids such as maps, overhead transparencies, graphs and other illustrations should be considered and organised before the next workshop.</u>

THIRD SIMULATION WORKSHOP

1. Second Meeting of the Planning Bodies (Duration : 1 hour)

   Members of the planning body should complete their plan and discuss methods of presentation of this plan at the Second Public Meeting. Aids such as maps, overhead transparencies, graphs, other illustrations should be completed.

2. Second Public Meeting (Duration : 1 hour)

   Again, the chairman for this meeting will be the President of the Hastings Shire Council.

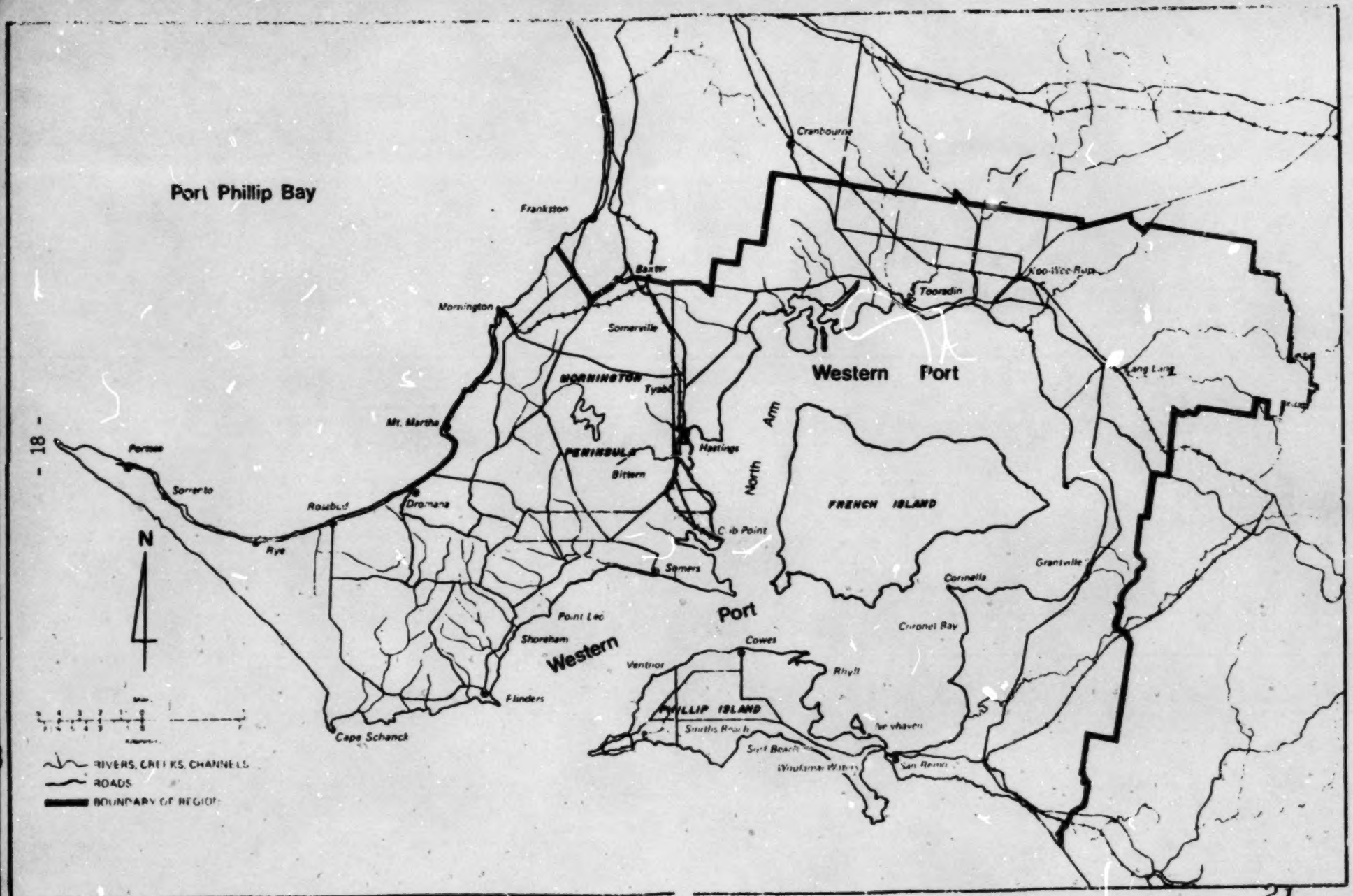
   Each Planning Body leader will be called upon to present the detailed plan prepared by his/her group. He/she will outline the main features of the plan and answer questions about it that may come from other participants at the meeting. Members of the Planning Body whose plan is subject to discussion may participate in the discussion.

   General discussion will follow.

   Participants at the Public Meeting will then vote (on a preferential basis) to select a plan to be submitted to the government. This will be a conscience vote and participants will not be bound to vote for the plan of their own Planning Body.

FOURTH SIMULATION WORKSHOP

Opportunity for consultation with other members of your groups and the lecturer will be provided. This is a de-briefing session.


Port Phillip Bay
Frankston
Baxter
Mornington
Somerville
MORNINGTON
PENINSULA
Tyabb
Hastings
Bittern
Mt. Martha
Portsea
Sorrento
Rosebud
Dromana
Rye
N
Point Leo
Shoreham
Flinders
Cape Schanck
Western Port
North Arm
FRENCH ISLAND
Crib Point
Somers
Cranbourne
Tooradin
Koo-Wee-Rup
Lang Lang
Grantville
Cornella
Coronet Bay
Cowes
Ventnor
Rhyll
PHILLIP ISLAND
Smiths Beach
Surf Beach
Sandhaven
RIVERS, CREEKS, CHANNELS
ROADS
BOUNDARY OF REGION

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